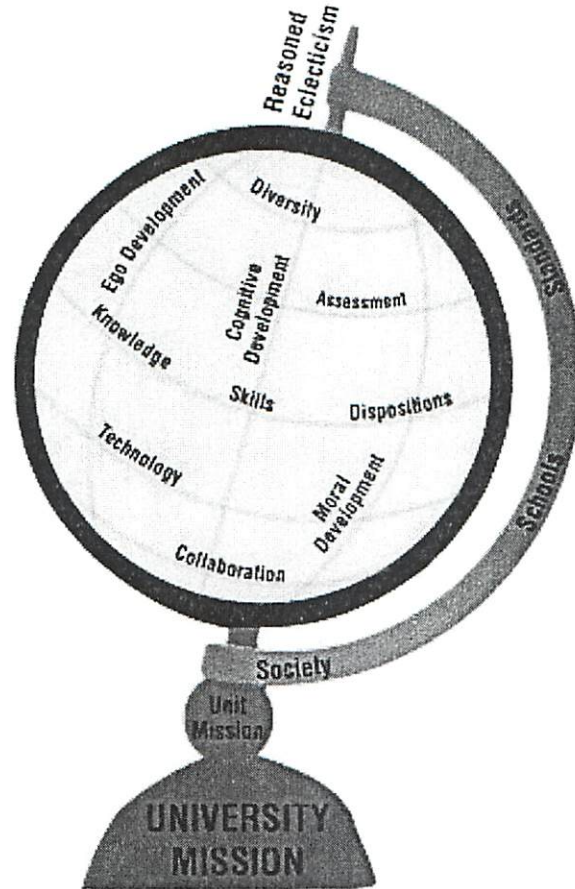


The Professional Education Unit Governors State University

"Developing Real-World School Professionals"



GSU ARCHIVES
SPED 850
F 104

Course Number: SpEd 850
Course Title: Special Education Practicum 2
Term: Fall/Block 1/2004
Instructor: Dr. Renee D. Nash

The Professional Education Unit at Governors State University seeks to offer the highest quality academic programs, balancing innovation and best practice. The Unit is committed to developing teachers, counselors, psychologists, and administrators who will employ a reasoned eclectic approach to optimize the complex teaching and learning environments in the diverse region served by the University in order to achieve student learning.

The role of the special educator includes collecting and interpreting assessment data, developing individualized educational plans, and actively participating in multidisciplinary and IEP conferences. The special education teacher must be prepared to provide for the educational needs of a student on the basis of individual student characteristics, and within a diverse setting. Teachers need to develop critical IEP development skills as well as the ability to apply and evaluate them in a clinical setting. The practicum experience is designed to give candidates the opportunity to apply and evaluate various methods with students identified with special needs.

**GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION
COURSE SYLLABUS**

COURSE TITLE: Special Education Practicum II
COURSE NUMBER: SPED 850
CREDIT HOURS: 1 (one) Graduate
INSTRUCTOR: Renee Nash, Ed.D.
534-4365 r-nash@govst.edu
TRIMESTER: Fall 2004

Catalog Description:

Provides advanced professional experience in designing, implementing and evaluating a behavioral change plan for an identified special education student. (30 hours of field work).

Prerequisite:

*All methods courses in Multicategorical Masters degree sequence

Restrictions/Intended Audience:

Graduate students in Multicategorical Special Education Program

Texts and Materials:

Illinois State Board of Education (1981). The Illinois primer on individualized education programs. Springfield, IL: ISBE

Illinois State Board of Education (2000). 23 Illinois Administrative Code, 226, Special Education Regulations. Springfield, IL: ISBE

Rationale:

With the advent of P. L. 101-476 (IDEA) and within the context of multicategorical programming, the role of the special educator was expanded to include obtaining and interpreting assessment data, developing individualized educational plans, and actively participating in multidisciplinary and IEP conferences. The special education teacher must be prepared to provide for the educational needs of the student on the basis of individual student characteristics. Teachers need to develop critical IEP development skills, as well as to apply and evaluate them in a clinical setting.

Expected Student Outcomes:

1. Analyze student needs from data such as current case study evaluation data, observation of student, and interview with teacher.
2. Design an individualized educational plan for a specified intervention.
3. Select/develop appropriate intervention materials.
4. Develop appropriate intervention strategies.
5. Carry out the intervention project.
6. Evaluate student progress by showing baseline data, recording all intervention results, and describing outcomes both in narrative and graphic format.
7. Adhere to regulations related to the confidentiality of student records.

Note: All projects must be approved before you begin. (see page 5).

Related Objectives	Instructional Activities
All objectives met	1. Attend mandatory orientation session at GSU.
Objectives met: All	2. Observe in a classroom setting which includes the target student (LD, S/ED, or EMI). Collect baseline data on student's learning behavior(s) in that setting. Include observation report in handwritten log. Complete a Functional Behavior Assessment
Objectives met: #1	3. Submit a typewritten report on pertinent contents of the students' case study. Do <u>not</u> identify the student in your report.
Objectives met: #2, #3	4. Develop an IEP of one goal for learning behavior change and 2 to 3 objectives for the target child, including appropriate intervention strategies and materials. Show that your choice of goal, objectives, materials, and methods are based on the case study and your observation.
Objectives met: #4	5. Carry out the instructional plan.
Objectives met: #1, #6	6. Keep a detailed log of time spent with the student and other activities. Include each attempt at intervention, the result, comments regarding each experience, and report any IEP revisions and the reasons for them.
Objective met: #6	7. Prepare an evaluation report showing the baseline and the results. Use two formats; narrative and graphic.
	8. Gather all above activity reports into a portfolio. Submit portfolio at least one week before the end of the semester. Include all evaluation forms (pages 6-9).

Evaluation:

• Faculty supervisor on-site evaluation	10 pts.
• Cooperating teacher/supervisor evaluation	10 pts.
• Case study report	20 pts.
• Evaluation report (graph plus explanation)	20 pts.
• Attendance at meeting	10 pts.
• Log	10 pts.
• IEP with explanation	<u>20 pts.</u>
	100 pts.

90 - 100 pts. = A

79 - 89 pts. = B

68 - 78 pts. = C

57 - 67 pts. = D

Below 57 = F

Topical Outline:

I. Review of the development of an IEP for academic intervention

Mechanics of development
Studying the case study
Doing an observation
Obtaining a baseline
Specifying goal and objectives
Teacher and parent permission
Confidentiality of student records
Collaboration with teacher

II. Selection of goals, objectives, methods, and materials

III. Implementation

IV. Process of carrying out the practicum

V. Evaluation of outcome

Professional Policies:

To minimize confusion and alleviate delayed grades and misunderstanding, the following policies will be enforced:

1. If the above activities do not meet your professional needs, contact me to arrange more appropriate alternatives.
 2. You will be held responsible for knowing the contents of the syllabus, texts, class lectures and announcements. Please read the syllabus or contact the professor for clarification on assignments before embarking on them, for papers may not be resubmitted.
 3. Please type your work (except log). Correct grammar and spelling are essential.
 4. Utilize current American Psychological Association (APA) guidelines in written work.
 5. Late portfolios will be downgraded unless an "I" is negotiated or other arrangements have been agreed upon.
 6. Absence from orientation must be made up.
 7. Photocopy all papers before submitting.
 8. Plagiarism, claiming the thoughts and writings of another as one's own, is a serious matter and will be treated as such.
 9. **In order to receive an "I", 75% of the requirements must have been completed and the request must be made in writing at least one full week before the end of the trimester.**
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1. **Disability Statement:** *Students who have a disability or special needs and require accommodation in order to have equal access to the classroom, must register with the designated staff member in the Division of Student Development. Please go to Room B1201 or call (708) 534-4090 and ask for the Coordinator of Disability Services. Students will be required to provide documentation of any disability when an accommodation is requested.*

(Return and have approved before beginning intervention.)

PROPOSAL FOR SPED 850

Name _____

Home phone _____ Work phone _____

e-mail address _____

Practicum site: Name: _____
Name of school building

District # and name of school, address of school: _____

Phone at site: _____

Name of cooperating teacher: (must have IL LBSI Certification) _____

Racial Identity of the Student: _____

Special Education eligibility label of student _____

Days and times you will be doing your practicum _____

Your proposal practicum project: Goal _____

Objectives: 1. _____

2. _____

Last date you will be working with the student on the practicum _____

Evaluation of Practica Experience by Cooperating Teacher

Student _____

Cooperating teacher _____ Title _____

Special Education Certifications(s) _____

School and district _____

Eligibility label of the student: _____

Trimester _____

For each item, please circle the level of performance that the student achieved, using the Likert-type scale. If you circle a 3 or 4 for any item, please give additional comments in the space provided below.

4 Excellent performance
3 Satisfactory performance
2 Fair Performance (student needs remediation)
1 Poor performance (unremediable)

During this Practica experience, the student was able to:

1. Establish rapport with children and staff	1	2	3	4
2. Identify learning needs of student	1	2	3	4
3. Develop appropriate instruction plans	1	2	3	4
4. Apply appropriate teaching strategies	1	2	3	4
5. Develop/select appropriate materials and/or activities	1	2	3	4
6. Provide ongoing evaluation of intervention and revises teaching as needed	1	2	3	4
7. Maintain a professional attitude and exhibited evidence of interpersonal skills	1	2	3	4
8. Maintain a professional appearance	1	2	3	4
9. Maintain reliability	1	2	3	4

Additional Comments: _____

 Signature of cooperating teacher

Date _____

Student Grade Sheet

Name _____

<u>Activity</u>	<u>Points</u>
1. Cooperating teacher evaluation (10 points)	_____
3. Case study report (30 points)	_____
4. IEP and explanation of choice of content (20 points)	_____
5. Evaluation report (20 points)	_____
6. Attendance at orientation (10 points)	_____
7. Log (10 points)	_____
Total (100 possible)	_____
Attendance at orientation	_____Y _____N
All items except log, typewritten	_____Y _____N

<p>PRACTICUM I SPED 850 Fall 2004 COURSE SCHEDULE</p>

Sept 7 Mandatory Orientation

October 1 Practicum Proposal Due

Nov 17 Optional Class Meeting Room TBA

Dec 10 Practicum Portfolio Due

ITEMS TO INCLUDE IN PORTFOLIO:

- 1. Proposal**
- 2. Evaluation from Cooperating Teacher**
- 3. Copy of student's IEP goals and your goals & objectives (written on an IEP Page)**
- 4. Log; include documentation of 45 clock hours**
- 5. Evaluation of field experience sheet**
- 6. Final Case Study Report**
- ** ENSURE STUDENT PRIVACY!**

FORMAT FOR CASE STUDY REPORT

Cover Page

Running Head: PRACTICUM 1

PRACTICUM (PG. #)

Special Education Practicum I

Case Study

(This information is CENTERED on page)

SPED 840/850

Your Name

Governors State University

Fall 2004

CASE STUDY REPORT

Name of Student

Date of Birth Chronological Age

School Current Grade Level

Identified Disability (ies)

Background information

family structure; siblings; Socioeconomic status; community, culture

Medical History

pre and post natal care; birthing process, childhood disease, accidents; significant family medical history; current medical status; vision and hearing

Educational History

Number and names of all schools attended, attendance patterns; past academic performance; retention's; behavior; current academic progress in class; latest achievement test scores.

Educational Evaluation

Obtain from latest case study evaluation

Name of test date results

Assessment of Identified Deficits (from the test data, what are the deficit areas)

give rationales

Recommendations

Obtain this from the latest case study evaluation; include any new information you may have gathered from observations and teachers.

Goal

This is the goal YOU will be working on.

Identify the goal from the student's IEP and give rationale for choosing

Objective

List all objectives you will focus on. Give rationale for choosing

Include the actual lessons and interventions

Final Evaluation/Graph/Summary

Include overall progress, the logical "next steps" level of success; your opinions/reactions, etc.

Give a narrative summary of your graph.